

11/10/06 1
In the train.
4. VIII. 16.

My very dear Miss Mason,

If I wait till I get to Bangor to write this, you may have to wait till Monday to read it, so in spite of the folks & the crowded carriages I will see what I can do to tell you about that night. Miss Hitching will decipher it.

Well, I counted thirty books, but of them only there must have been 100-150 volumes there & they listened with deep attention & without sympathy. Mr. Purcell read it in the way he does, perfectly. He had cut it down to 20 minutes & this meant omitting all the children's part & a great deal more. I could bear this better because I knew it was all sitting on the table for them to have afterwards. They also claimed them as I have written to Wadsworth to send no more. They are to study them & ask this & very no questions. Since they really were interested

as many of them touched me very much.
Mr. Burwell took 30 minutes. I about 12.
Mr. Berry, a pianist & a yet we were all
taught at it for 1½ hours.

Mr. Wood could not come.

Mr. Stein had telephoned at the last minute
Mr. Woodcock who was also on the agenda, did
not put in his appearance.

I should say that one might repeat:-
Burwell feeling interested, deeply interested,
in individuals. Mr. Berry, been
Mr. Fullam, much as Mr. Burwell feeling
interested but apparently more determined
to teach (class) antipathetic. Mr. Hayes
who more or less from the way, critical
but, however, tolerant, dubious, Mr. Adams
wife of Prof. Adams, deeply sympathetic.
Mr. May principal of Worcester public
high school / but he did not attend the
meeting, so does not count.

I think to carry out Mr. Woodcock suggestion of

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3. Starting education & I think I succeeded
I was so much exposed in teaching how to
read & write that I could not make notes & no
questions but they taught themselves in the display
& processing books. (Westfield Committee has done it?)

How to use teach spelling (see Miss A's paper)

short silent science

but short with music (already done so well in Council schools
nothing recommended)

teaching will not any books do? (see Mr. Mason's paper)

why should not the teachers choose books,
own books & make their own time books?
new book requires less experience testing, quite at library time and P's.

then there can anything left for the teacher
to do? see Mr. Mason - Mr. Dijo - Mr. Currie's paper.

then what did you understand by

Disciplinary subjects must be taught now already well
taught in Council Schools (Mathematics, Eng. Gram, Drills,

then is it you think every other method

new methods less rough in New Deal is useful but each one
wishes whether process strict - one thing less another more. What is wanted
in philosophy education on basis on which to use it - attention.
why should children be made to work

it is being called why not go & read the

subject to be presented? Some discipline is necessary &
see Mr. Mason's paper. reading more done in a given time all the time it
was the children never to read - attention

perhaps you are there once. Can't there
be no intensive study? Better reading as forming habit of
intensive study, examining, questioning, forming
habits of gathering, forming, examining, forming, can
be any more books?

Would it not make for monotony if every school worked on the same line?

How manage with private reading when some children read so fast & some so slowly, then have this work out at the end of the term?

What about foreign teaching? Eng: German
well taught in C. Schools. Languages learned by ^{the} ~~method~~ ^{examples} of teaching
English. High school dictation, reading, composition, etc. Foreign language
not of course there were many

questions but these were there to show for
but they were not more practical than
theory & I am sure this was because
they were personally interested, they
did not feel they had understood enough
to discuss the deeper side of it. But I
had a very strong feeling that they, very
well more stirred than by their
as if we had been allowed to know
each other without an audience and
had greatly many more to say
each. They listened intently to your
paper & after in the class in they looked
at me with friendly eyes & we then
had time at working the same thing

1115 AM 11/16

6 Mr. Berry is quite a clean, not at all
unlike Mr. Eggleton in appearance. I think he
is unorthodox. He carried his flag walking.
There are 200 teachers attending the Faculty
Meeting. Two thirds are women. Times
from 1940 back to 1946.

I think I understand you, Mr. Eggleton, but I
disagreed for this reason & I promised
myself that I would never, never return to
work again. Probably, that took me up the
bottom of it because I suppose that if
people do make too much of themselves
they not only live out their proportion
but are rather blind to the fundamental
rule of civilization. Of course I was
misguided that the voice of Dr. Mr. Eggleton
was a learned voice. So I had
a little more time than necessary. By books for
20 children but it is, how much less
little got 2 or 300 children out?
He also asked if I supposed that Dr. Eggleton
is the most good teacher in the world.

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I could not get time to talk with them
with the burden that all the subjects
the day naturally had special rights
I wished how we produced this day in
session.

Mr. Bradbury said he proposed that a
whole day might be summed up in
"whether we to read back over that
as the session is not to interfere."

Mr. President said he could not accept Mr.
P. Brooks' suggestion of the first reading.
Lady Edward asked further questions.

Mr. Adams said nothing that went home
a bad day, he talked about it & he said
a great deal of that will be in the country.
He was ready, unless leading a friend,
to require my dear we need not necessarily
say that we never yet made material in
any educational school, because there is no
dumper. I responded!

I asked Mr. Hartman, that like Bradbury
before, is entitled to remain neutral.

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& your messages did not happen to arrive because we worked hard so much to say, as I thought I had been deceived myself. I do not think I value the prints particularly. I think a horse painted with this distinguished company - had much better.

Dear, I never tried quite so hard to be briefly, tell all, but was trying then, rather, to tell the condition of the Antipodes. Thank you so much for the lovely message which awaited me. How I wished you to come to see you - I can not go to you. I have any rights in the matter, the strictly, privately, I do not think it very good if you to support such a thing when you must be storing up strength for the winter. So you, I must look up the journey & see if I can get over for a day. I must go to London, & this will be a great train. I do not at all mind stopping a bit of the pleasure there. I have just caught up with

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is however to day looking very ~~bad~~
I am in a carriage with 3 grandpas & four
children with innumerable appetites & plenty
of good spirits, don't very mind, &
etc.

so that it will be lovely to set eyes
on you & to tease poor Peppermint a little
etc. I will write on Sunday & Monday
when I have cleared the Committee. Thank
you so much for the lovely invitation.
Do you remember the nest in the
Faulkner Rd. Shrub?

Such dear love from your Lassie

Yours a. P. Ward

Liberal
Ed. for all
movement

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ST JOHN'S,
ILKLEY,
YORKSHIRE.

December 13th
1913

My dearest Mai!

Yesterday, I could not write, as I spent the day in Skipton. I went first to Mr. Fosbrough's school, and he is quite the right man to start our work. The building is only two years old - large - lofty - well ventilated, and the children are the happiest and brightest I have seen for a long time. I first looked at historical drawings, full of life - then at geographical maps made with card board - showing relative

11/2/21 2:28:46

heights of mountain etc. All the neighbors round was worked in this manner. The children on Saturday - measuring the ground and noting position of trees - flowers etc.

A nature observation portfolio was hanging on the wall and any child entered in his own writing the day and time she saw a special bird or snail, or any habit she observed. Also the first appearance of leave in the spring. Each class goes away for a day during the summer. The parents studying 1^o or 2^o a week. This year - on standard went to Ambleside ^{first} and studied Windermere and the Ancient Mariner and visited Dove Cottages.

ST JOHN'S,

ILKLEY,

YORKSHIRE.

Every Autumn. Mr. Soplon
takes 20 of the oldest boy
and girls to London for a day. and
they find the Tomb in West-minster
and St Pauli. of the men they know
some thing about. and see the Home
of Parliament. and Birmingham
Palace. A weather chart is filled
daily in each class room.

The master of six can each day
a different piece of poetry -
remember I remember. the jester
of seven etc. and a small boy
of six told the Cinderella classic
in graphic language. the ~~VI~~^{VI} + ~~100~~¹⁰⁰
was reading alone. boy + girl
together. They got books out of the
school or free library. and a list -

Rept of the books each child read
in a year. One girl (12) was finishing
Rudinworth - a boy in the middle of
Swanbor. Another. Lamb's Tales for
Shaffers year - a girl - As you like it -
full text. Tom Brown's Schoolday.
Treasure Island. Catriona and
many other excellent books were
being devoured. One girl had just
an excellent and rather stiff Nature
Book out. and was studying the
habits of animals. Altogether - a
living, moving and living children -
We read the Persis to her teacher
the evening this week. and all
are anxious to work under you.
I am sending the £3 - 3 - 0 for
this year for living as I want

ST JOHN'S,
ILKLEY,
YORKSHIRE.

to help in any way - and know
the West Riding will pay afterward.
But I want Mr. Goffon to have
every chance.

Then I went to see Mr. Townsend.
Very nice man - very anxious
to work under you - but he
only sees details - not a whole.
The children are dead in
comparison - reading Chatterbox
and what I Betty did - etc. at 12
and 13. His trouble is teaching
the children from the beginning
to write without lines - and
the success is surprising.
He also teaches excellent singing.

Art very bad. confined to poor
pencil drawing - and then copying
pictures in oils - which are framed -
of which he is moderately proud.
He is so well meaning - and shall
also prepare his scheme - but he
has no grasp of the subject.
But he is so keen that I will
go over from time to time - and
try to help.

The enclosed came from Miss Ambler.
who is quite determined to start.
and who will also prepare her
scheme under you. I have written
to ask her if she is going to do this
at once - as I want to pay her
fee -

Sept 7th 1866

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ST JOHN'S,

ILKLEY,

YORKSHIRE.

Keighley is so well off-
that they can pay their

Would you like Mr. Fosber to
come over in the holidays and
discuss the scheme. Timetable
and all? He is too nice
like you and he has the
down spark within him.

The essay will greatly interest
you and prove your principles
of May 9 have it back as it is
worth keeping. Mr. M. Fosber
literary style is so happily caught.

I am also sending you the
latest attempt of a public school
to help the boys to care for food

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Literature. It gave me a physical
pleasure to find that in the ideal
lesson the poor dappled one divided
and separated upon until all
the poet's fancy - and then colour
and colouring was absolutely lost.
Boys of 15 - ought to know the
meaning of a vacant and passive
mood - lost - jocund - etc.

This written by Roger Raven
a friend of Dorothea - so he
will now receive a copy of
the Basin - and this from the
Jewel - a gladder and a wiser
man. How much to say!

Yours very truly

Levine

December 14th
1913.

ST. JOHN'S,
ILKLEY,
YORKSHIRE.
J/3 PICNIC 286
Cheque (second)
& Bank fees
Second School
money not paid
very
dear.

My dearest Mai
A visitor came just
as I had finished writing
to you. and I forgot to
put in the cheques.

I scarcely dare think yet
that we are going through
an open door into a wonderful
new world. I feel we
must meet with some
obstacles; but of this I am
certain. that we shall come
into the world, if each

up? Then I do not
know where I am

slip is tattered with eyes fixed
on the horizon. Thomas said
I believe - No man is happy
who does not see a far
horizon - and his words have
been in my head since the
Teachers meeting.

Please know that the above
is addressed only to myself.
Miss Drury would be an ideal
missioner. She understands the
slip Teachers mind.

May I come sometime and
hear lessons given?
Give my love to Mrs. Hibben
and Miss Drury. How beautifully
friends increase with years!
Love you, Leini

Copy.

The University,
Leeds.

18th December, 1920.

Dear Sir Dorabji,

Miss Charlotte Mason, the founder of the Parents' National Educational Union, is a teacher of very remarkable insight with an inspiring personality, great concentration of purpose and literary gift. Though now elderly and delicate, she is the animating force of a widespread and well organised movement, which is centred in Ambleside where she lives.

Her influence has been humanising, and an excellent corrective to tendencies towards mechanical routine in school organisation. She lays great stress on wide reading, and encourages children to read standard books for recreation.

The effects of her teaching have been most widely felt in the private instruction given by women teachers who have small groups of children to teach in the homes of their employers. Miss Mason has raised the standard, and has greatly widened the outlook of many private governesses. She has kindled among parents a new interest in education - especially among the more thoughtful parents of the well-to-do classes. Her "House of Education" has trained many women who teach in private houses.

And now she is applying her ideas to many elementary schools, where the results have been liberating, humanising and individualising, especially on the side of literary study -

(including in literature, history, geography, and art).

One may say that she is a powerful enemy of cramming, of learning by rote, and of all kinds of teaching which deprive the pupil of the self-training which comes through independent work.

In the humanistic studies she pleads for the self-activity which is the main principle of Dr. Montessori's doctrine as applied to the sense-training of young children.

You are likely to find, among the teachers whom Miss Mason has trained, many with fine educational ideals, and with successful experience in kindling the interest, and refining the taste, of small groups of children, educated at home and in comfortable circumstances.

The girls who will come to your School at Poona will, many of them, come from homes of a corresponding position and from private tuition.

On this side of the question, I am hopeful that you may come across a candidate with satisfactory qualifications and with the right kind of skill.

What I am less sanguine about is your finding anyone in this quarter who has experience of boarding-school life and who would be able to adapt to Indian conditions the best experience gained in such schools in England.

Furthermore, it would be necessary to find someone who has had experience in organising a school, as distinct from a small class of pupils.

I hope what I have written will be of service to you in your consideration of the matter.

Believe me,

Yours sincerely,

W. E. Snider.

215pmem26

17th December, 1920.

Dear Sir Michael,

I think Sir Dorebj Tata has told you that through my brother he has become interested in the P.W.E.C. and is thinking of having Miss Mason's teaching and one of her students for his new boarding-school? I feel sure that her liberal curriculum, of course somewhat adapted, is the answer to his search for a more humanizing education, at least for the upper class Indian girls.

Sir Dorebj has shown me your letter, which gives me great pleasure in your wise appreciation of Miss Mason's work. At the end of your letter you naturally comment on the unlikelihood of there being any lady trained by Miss Mason with boarding-school experience or experience of organising a new movement. I say "naturally" because I do not think you have been intimately in touch with the work (except in connection with the elementary schools) of late years. As a matter of fact, the Training College has been in existence for over 50 years and during that time many of the 400 odd students have had this experience. Very few

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go now as governesses in private families; there are not enough to go round. There are about ten ladies who would, I think, be suitable for Sir Dorebj's post. Of those ten none are actually free at the moment, but I have persuaded Miss Mason to release Miss Devonshire who is now Head of the Practising School at Ambleside. Sir Dorebj is to see Miss Devonshire this week-end and I have asked him to arrange for you to do so too - naturally he would think most highly of your opinion, knowing as you do Indian conditions as well as English. I am therefore troubling you with certain details with regard to Miss Devonshire.

She is of extremely good social standing; her brother has a high legal position under Government in Egypt. She has personality; she has had a school of her own and considerable responsibility in Buenos Ayres, where this summer they tried to induce her to start a boarding-house for young men who were alone in the town, to mother them and to help them. This shows you what sort of woman she is. As regards actual teaching, there are many students quite as good or even better, but I feel that with her power she would be a perfect head of such a school.

I very much hope Sir Dorbbj will be able to decide soon after seeing Miss Devonshire as she will have to resign her present post to take the Indian one and cannot be out of work for long as she is not well off.

Sir Dorbbj and Lady Tata though they are convinced that a degree may cover a rather wooden and academic person, feel afraid that the absence of letters after Miss Devonshire's name may be detrimental to the success of the school. I cannot help feeling that this will not be so; directly they start on our lines with the twenty or thirty girls they know they can get at once, the delight of the girls in their work would prove to other parents that the school was worth supporting. As you know Ambleside students are in tremendous demand - the Begum of Bhopal at this moment cannot get on for her daughters, who are working in the Parents' Union School without this help. We are asked daily for students to fill big posts in schools and elsewhere. Last year one student was appointed at a salary of £600 a year as Principal of the Borough Royal Polytechnic and another, without going through the usual mill, has just got an appointment in one of the Council Schools in Gloucestershire on Miss Mason's certificate.

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I am quoting on a separate paper what Miss Devonshire
herself says about the work.

Apologising for the length of this letter,

Believe me,

Yours sincerely,

P.S. I enclose some information as regards Miss Mason's work
in private schools, which may interest you.